

SOCIOLOGY

Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures and in social groups. Students examine society, group behavior and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

At the high school level, Indiana's academic standards for social studies provide standards for specific high school courses that focus on one of five content areas that make up the core of the social studies curriculum: history; government; geography; economics; and Individuals, Society and Culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Supporting content areas are indicated in parentheses. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

Standard 1 — Foundations of Sociology as a Social Science

Students will describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

Standard 2 — Culture

Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

Standard 3 — Social Status

Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

Standard 4 — Social Groups

Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.

Standard 5 — Social Institutions

Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

Standard 6 — Social Change

Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

Standard 7 — Social Problems

Students will analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

Standard 8 — Individual and Community

Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior.

Standard 1

Foundations of Sociology as a Social Science

Students will describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.

S.1.1 Discuss the development of the field of sociology as a social science. (History)

S.1.2 Identify early leading theorists within social science. (History)

Example: Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, C. Wright Mills and Karl Marx

S.1.3 Compare sociology with other social science disciplines. (Economics, Government, Geography, History)

S.1.4 Examine changing points of view of social issues, such as poverty, crime and discrimination. (History)

S.1.5 Evaluate various types of sociologic research methods. (History)

S.1.6 Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

S.1.7 Determine cause-and-effect relationship issues among events as they relate to sociology.

S.1.8 Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today. (Geography, History)

S.1.9 Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research. (History)

S.1.10 Develop a working definition of sociology that has personal application.

- S.1.11 Choose a social issue and conduct research using the scientific method of inquiry, including developing a hypothesis, conducting research, interpreting data and drawing conclusions about the issue.

Standard 2

Culture

Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relation to groups and to physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

- S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects. (Geography, History)
- S.2.2 Explain the differences between a culture and a society.
- S.2.3 Recognize the influences of genetic inheritance and culture on human behavior.
- S.2.4 Give examples of subcultures and describe what makes them unique.
- S.2.5 Compare social norms among various subcultures.
- S.2.6 Identify the factors that promote cultural diversity within the United States. (Economics, Government, Geography, History)
- S.2.7 Explain how various practices of the culture create differences within group behavior.
- S.2.8 Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial. (Economics, History)
- S.2.9 Prepare original written and oral reports and presentations on specific events, people or historical eras as related to sociological research. (History)
- S.2.10 Work independently and cooperatively in class and the school and provide leadership in age-appropriate activities.
- S.2.11 Identify both rights and responsibilities the individual has to the group. (Government)
- S.2.12 Demonstrate democratic approaches to managing disagreements and resolving conflicts. (Government)

Example: Persuasion, compromise, debate and negotiation

- S.2.13 Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community. (Government, History)

Standard 3

Social Status

Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

- S.3.1 Describe how social status affects social order. (Economics, History)
- Example:** Upper class, middle class and lower class; and professional, blue collar and unemployed
- S.3.2 Explain how roles and role expectations can lead to role conflict. (History)
- Example:** Roles of men and women, age, and racial and ethnic groups within different societies
- S.3.3 Examine and analyze various points of view relating to historical and current events. (History)
- S.3.4 Determine cause-and-effect relationships among historical events, themes and concepts in United States and world history as they relate to sociology. (Economics, History)
- S.3.5 Conduct research on the various types of status found in the local community using various types of data gathering.

Standard 4

Social Groups

Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings, thoughts and contact with each other.

- S.4.1 Describe how individuals are affected by the different social groups to which they belong.
- S.4.2 Identify major characteristics of social groups familiar to the students.
- S.4.3 Examine the ways that groups function, such as roles, interactions and leadership. (Government)
- S.4.4 Discuss the social norms of at least two groups to which the student belongs.

- S.4.5 Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
- S.4.6 Identify the various types of norms (folkways, mores, laws and taboos) and explain why these rules of behavior are considered important to society.
- S.4.7 Discuss the concept of deviance and how society discourages deviant behavior using social control.
- S.4.8 Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
- S.4.9 Discuss how formal organizations influence behavior of their members. (Government, History)
- Example:** Churches, synagogues and mosques; political parties; and fraternal organizations
- S.4.10 Distinguish the degree of assimilation that ethnic, cultural and social groups achieve within the United States culture. (History)
- Example:** forced versus voluntary assimilations, association with different groups, interaction within a cultural community and adaptation within families due to education
- S.4.11 Discuss how humans interact in a variety of social settings.
- S.4.12 Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor. (Economics, Geography)
- S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

Standard 5

Social Institutions

Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates, and that these institutions influence the development of the individual through the socialization process.

- S.5.1 Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
- Example:** Familial, religious, educational, economic and political institutions
- S.5.2 Discuss the concept of political power and factors that influence political power. (Government)

Example: Social class, racial and ethnic group memberships, cultural group, sex, and age

S.5.3 Discuss how societies recognize rites of passage.

Example: Baptism or other religious ceremonies, school prom, graduation, marriage, and retirement

S.5.4 Investigate stereotypes of the various United States subcultures, such as “American Indian,” “American cowboys,” “teenagers,” “Americans,” “gangs” and “hippies,” from a world perspective. (History)

S.5.5 Define ethnocentrism and explain how it can be beneficial or destructive to a culture.

S.5.6 Identify the factors that influence change in social norms over time. (History)

S.5.7 Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today. (History)

S.5.8 Analyze the primary and secondary groups common to different age groups in society.

S.5.9 Conduct research and analysis on an issue associated with social structure or social institutions.

S.5.10 Identify both rights and responsibilities the individual has to primary and secondary groups. (Government)

S.5.11 Demonstrate democratic approaches to managing disagreements and solving conflicts. (Government)

Example: Persuasion, compromise, debate and negotiation

S.5.12 Explain how roles and role expectations can lead to role conflict.

Standard 6

Social Change

Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

S.6.1 Describe how and why societies change over time. (Economics, Geography, History)

S.6.2 Examine various social influences that can lead to immediate and long-term changes. (Economics, Geography, History)

Example: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration

S.6.3 Describe how collective behavior* can influence and change society.

Example: Riots and a rise in crime leading to community curfews and organized protests leading to governmental changes of policy

S.6.4 Examine how technological innovations and scientific discoveries have influenced major social institutions. (Economics, History)

Example: The impacts that mass telecommunications, television and innovations in transportation had on the family, education, government or other institutions

S.6.5 Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change. (Economics, History)

S.6.6 Describe how the role of the mass media has changed over time and project what changes might occur in the future.

S.6.7 Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world. (History)

Example: The Civil Rights marches on Washington vs. race riots during the 1960s

S.6.8 Investigate the consequences to society as a result of changes. (Economics, Government, Geography, History)

Example: Natural and man-made disasters, spatial movement of people, technology, urbanization, industrialization, immigration, wars, challenge to authority, laws, diffusion of cultural traits, discrimination, discoveries and inventions, and scientific exploration

S.6.9 Trace the development of the use of a specific type of technology in the community. (History)

Example: Access to computers at school and at home and cellular phones

S.6.10 Propose a plan to improve a social structure, and design the means needed to implement the change. (Economics)

S.6.11 Cite examples of the use of technology in social research.

S.6.12 Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations. (Economics, History)

- * collective behavior: the spontaneous, unstructured and temporary behavior of a group in response to an event or situation

Standard 7

Social Problems

Students will analyze a range of social problems in today's world. Social problems result from imbalances within the social system and affect a large number of people in an adverse way.

S.7.1 Identify characteristics of a “social” problem, as opposed to an “individual” problem.

S.7.2 Describe how social problems have changed over time. (History)

Example: Juvenile delinquency, crime, poverty and discrimination

S.7.3 Explain how patterns of behavior are found with certain social problems.

Example: Juvenile offenses, such as gang membership, crime, sexual behavior and teen pregnancy, are found in the histories of adult criminals.

S.7.4 Discuss the implications of social problems for society.

Example: Drug addiction, child abuse, school dropout rates and unemployment

S.7.5 Examine how individual and group responses are often associated with social problems.

Example: “But everyone else is doing it” and “If I ignore it, it will go away.”

S.7.6 Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

S.7.7 Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community. (Economics, Government)

S.7.8 Design and carry out school- and community-based projects to address a local aspect of a social problem. (Economics)

Standard 8

Individual and Community

Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior.

- S.8.1 Describe traditions, roles and expectations necessary for a community to continue. (History)
- S.8.2 Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior. (History)
- S.8.3 Discuss theories that attempt to explain collective behavior.
- Example:** Contagion theory and convergence theory
- S.8.4 Define a social issue to be analyzed.
- S.8.5 Examine factors that could lead to the breakdown and disruption of an existing community. (Economics, Government, Geography, History)
- S.8.6 Discuss the impact of leaders of different social movements. (History)
- Example:** Gandhi; Hitler; Martin Luther King, Jr.; and Susan B. Anthony
- S.8.7 Define propaganda and discuss the methods of propaganda used to influence social behavior.
- Example:** News media and advertisements
- S.8.8 Discuss both the benefits and social costs of collective behavior in society.
- S.8.9 Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology. (History)
- S.8.10 Identify a community social problem and discuss appropriate actions to address the problem. (Economics)
- S.8.11 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
- Example:** Orson Welles' "The War of the Worlds" radio broadcast, or rumors in the mass media, on the Internet or in the community